

## CASAS

The Comprehensive Adult Student Assessment System (CASAS) will be utilized to determine basic reading and math levels. All staff administering the CASAS assessments must complete their proctor certification by contacting the administrative entity at [ndol.greaternebraska@nebraska.gov](mailto:ndol.greaternebraska@nebraska.gov).

Any participant entering a training program must be provided a basic math and reading assessment. There is no need to test a participant if they have recently (within the last six months) completed an accepted assessment (ACT, Accuplacer, and others) with another program and a copy of the results are uploaded into ECM under *Assessments*. CASAS will be administered online only.

### Example

The participant completed an Accuplacer with their college.

The participant completed an assessment with Adult Education (AE).

## CASAS Pre-Testing

**Who should be pre-tested?** All out-of-school youth (OSY) are required to be pre-tested. Any adult planning to participate in an OST is required to be pre-tested. OSY and Adult participants who are determined Basic Skills Deficient (scoring at or below the 8<sup>th</sup> grade level) by the CASAS assessments must be post tested. This includes OSY youth who were determined basic skills deficient and are not attending school (even if they have a high school diploma/GED) or are attending post-secondary school.

Pre and post-testing is not required for ISY and DLW participants.

Criteria used to determine whether a youth or adult is basic skills deficient includes the following:

- English, reading, writing, or computing skills at or below the 8<sup>th</sup> grade level based on a generally accepted standardized test; or
- Determined to have limited English skills based off staff documented observations or a generally accepted English as a Second Language (ESL) test.

The same pre and post-test must be utilized. If the CASAS appraisal was used, the pre-test should be administered as close to the CASAS appraisal as possible (and must be done within 60 days of the program Participation Date).

### Example

If a client is referred to AE and given the TABE as a pre-test, then they must be post-tested with the TABE. If a client is pre-tested at the Career Center with CASAS, they must be post-tested with CASAS.

In rare instances, the pre-test score may conflict with the CASAS Appraisal to show the participant is NOT Basic Skills Deficient (BSD). If this occurs, contact the administrative entity, because the NEworks administrator may need to get involved to change NEworks information.

## CASAS Post-Testing

Post-testing must be administered on or before the participant's one year anniversary date and the date of exit. The anniversary date is counted from the Participation Date. Post-tests are only required for the second and third participation years IF the youth completes the entire participation year. If a client remains BSD and continues to participate in the program after completing a full year, the client must continue to receive basic skills remediation services.

## Partner Collaboration

If a pre-test was conducted by a partner (e.g., adult education) using one of the approved assessment instruments within six months of the date of first WIOA youth service, career planners may use the scores for pre-test purposes. It should be documented that the test occurred within six months of the first WIOA service.

Note: The same standardized test must be used for both pre and post assessments.

See the basic skills deficient definition in Section 21 Definitions of Program Terms for the list of approved assessments.

For adult and DLW participant's you may accept their Accuplacer or similar test results in place of the CASAS.

## CASAS Test Series

WIOA is required to use a National Reporting System (NRS) approved test. The CASAS Reading and Math GOALS series meet these requirements. They cover a balance of life skills and employment-related content to adults.

### **Reading**

**Timing** Level A (60 minutes) Levels B, C, D (75 minutes)

**Uses** Progress testing in everyday life and workplace reading skills

### **Math**

**Timing** 60 minutes

**Uses** Progress testing in the practical application of math and numeracy skills in daily life

**Scoring**

NRS ABE/ASE Levels	ABE/ASE Level Names	Reading GOALS Scale Score Ranges	Grade Level
1	Beginning ABE Literacy	193 and below	K
		194 – 203	1
2	Beginning Basic Education	204 – 210	2
		211 – 216	3
3	Low Intermediate Basic Education	217 – 222	4
		223 – 227	5
4	High Intermediate Basic Education	228 – 230	6
		231 – 234	7
		235 – 238	8
5	Low Adult Secondary Education	239 – 243	9
		244 – 248	10
6	High Adult Secondary Education	249 – 253	11
		254 and above	12

NRS ABE/ASE Levels	ABE/ASE Level Names	Math GOALS Scale Score Ranges	Grade Level
1	Beginning Literacy	184 and below	K
		185 – 193	1
2	Beginning Basic	194 – 198	2
		199 – 203	3
3	Low Intermediate	204 – 209	4
		210 – 214	5
4	Middle Intermediate	215 – 221	6
		222 – 225	7
5	High Intermediate	226 – 228	7
		229 – 235	8
6	Adult Secondary	236 – 240	9
		241 – 244	10
		245 – 248	11
		249 and above	12

## Testing Sessions

**\*This is the default testing session to be used for new participants to test for basic skills deficiency or prior to beginning a training program. The other sessions should only be used when participants need an accommodation, post-test or retest.**

The ESL/ELL session should rarely be used. These are only for students attending an ESL program. Majority of the time, they should receive an assessment from the program instructor and we can accept a copy of those results instead of administering our test.

**ABE/ASE: Accommodations: Double Time** (Used for students who have an IEP or some other sort of education plan in place that will allow them to have double time to complete a test.)

**ABE/ASE: Accommodations: time + One Half** (Used for students who have an IEP or some other sort of education plan in place that will allow them to have time + one half time to complete a test.)

**ABE/ASE: Appraisal** (Used to assess where the students are prior to placing them into a program. It will not administer a pretest after the appraisal has been completed. Not typically used.)

**\*ABE/ASE: Intake: Pretest** (This is normally the first test session a proctor will use. This session is setup to administer a short locator, then a pretest to new students entering the program.)

**ABE/ASE: Progress: Post-test** (This session would be the second session that is used once a student has received the recommended 40 hours of class instruction, to show progress.)

**ABE/ASE: Registration W/Practice** (Used when the proctor wants to collect demographic information and give the student time to get familiar with how the program works. Not typically used.)

**ABE/ASE: Retest: Scores Outside Accurate Range (Not Same Day)** (Used when a student needs to be re-tested due to their pretest score being too low or too high, but cannot stay to take it the same day.)

**ABE/ASE: Retest: Scores Outside Accurate Range (Same Day Only)** (Similar to the above session besides the student being able to re-take the test in the same day.)

**ABE/ASE: Returning Students: Pretest** (Used to test student who have been gone from the program for 90+ days. This session will treat the student as a new student and administer another locator and pretest.)

**ESL/ELL: Appraisal** (Used to assess where the students are prior to placing them into a program. It will not administer a pretest after the appraisal has been completed. Not typically used.)

**ESL/ELL: Intake: Pretest- Beginning Literacy Reading** (Used for students who have very low English literacy. This session does not administer a locator, takes student directly to the lowest level reading test.)

**ESL/ELL: Intake: Pretest- Level A** (Normally used after students have been placed in the Intake: Pretest session, who are not low literacy, but cannot complete the locator within the given time frame. Session will automatically administer Level A reading and listening tests.)

**ESL/ELL: Intake: Pretest W/Locator** (Used in the same manner as the Intake: Pretest for ABE/ASE.)

**ESL/ELL: Progress: Post-test** (Used in the same manner as the Progress: Post-test for ABE/ASE.)

**ESL/ELL: Registration W/Practice** (Used when the proctor wants to collect demographic information and give the student time to get familiar with how the program works.)

**ESL/ELL: Retest: Scores Outside Accurate Range (Not Same Day)** (Used when a student needs to be re-tested due to their pretest score being too low or too high, but cannot stay to take it the same day.)

**ESL/ELL: Retest: Scores Outside Accurate Range (Same Day Only)** (Similar to the above session besides the student being able to re-take the test in the same day.)

**ESL/ELL: Returning Students: Pretest** (Used to test student who have been gone from the program for 90+ days. This session will treat the student as a new student and administer another locator and pretest.)

**Practice: Reading, Math, Listening** (Gives the student time to get familiar with how the program works. Not typically used.)

**Registration: Student Information** (Used when the proctor only wants to collect demographic information. Not typically used.)

**Registration: Student Information W/Practice** (Used when the proctor wants to collect demographic information and give the student time to get familiar with how the program works. Not typically used.)

## Providing Accommodations Using CASAS Assessment

<b>Disability</b>	<b>Test Administration Procedures</b>
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time (1.5) Alternate schedule Frequent breaks Scribe/writer/alternate room
Deaf or Hearing Impairment	Sign language interpreter (for test directions only) Headphones for those taking a listening test
Blind or Visually Impaired	Magnifier/Template

	Text-to-speech software Video magnifiers Scribe/reader
Mobility Impairment	Extended time (1.5) Alternate site/equipment Scribe/writer/communication board
Emotional/ Mental Disability such as bipolar disorder or major depression	Extended time (1.5) Supervised breaks Private room Limit testing per day
Intellectual Disabilities such as traumatic brain injury, autism, cerebral palsy, epilepsy, mental retardation	One-on-one administration Extended time (1.5)

**Note:** The accommodations listed above are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodations should be consistent with documentation in the IEP/ISS.

## Test Administration

As a CASAS eTests Online proctor, you serve a very important role. All proctors must do their part to maintain a controlled testing environment that allows test-takers to do their very best. Proctors should follow the same procedures before, during, and after testing. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during test administration.

### STEP 1: PREPARE TO TEST

#### Prepare Test Station:

1. Launch the web browser and enter the URL for the CASAS eTests Online application:

<https://etestsonline.org/html5/#/>

2. Click *Sign In* at the top right and enter your login credentials to access the Management Console. (username is your @nebraska.gov email)

3. Search Testing Sessions for your Region and correct template and session name.

**Example:** Region 1- Alliance & Sidney: ABE/ASE- Intake: Pre-test

4. Click *Start* for the session you will manage for testing.

5. Click *Add Stations* to active session(s).

The first five steps can and should be completed prior to the participant coming in to take their test.

### STEP 2: BEGIN TO TEST

After Participant Arrives:

1. Click *Take a Test*.
2. Click *Run* for the CASASWebTests.exe file and connect to the CASAS-hosted server.
3. Read to students:
  - The purpose of taking the test is to determine what you need to learn.
  - It is very important to do your best on the test.
  - If you do not know the answer, please do not guess. Continue to the next question without answering.
4. Assist students with completing data collection screens before testing begins.
  - Enter Identification Code (State ID), Name, and any other information presented on the screen.
  - Review information on the Review Page and click *Save*.
5. Give students the opportunity to practice taking an online test before testing begins.
  - Review practice items together with students, making sure they understand how to respond to test items and navigate through the test.
6. Tell students:
  - You are ready to begin the test.
  - You should be able to finish in about one hour, but do not spend more than two or three minutes on one question.
  - If you finish early, you may review your answers before ending the test. On the Review screen, you may review your answers and return to any questions you did not answer. When you are finished with Review, click on the End Test button and then click on the right-arrow button at bottom of the screen and return to the Test Menu.
  - If you do not know the answer, that is OK, you do not have to enter an answer. Just go to the next test item. We recommend you at least provide your best guess since any answer left blank will be 0.

**STEP 3: AFTER THE TEST**

1. When the test ends, a Personal Score Report displays on the testing station screen with the option to print.
2. Print results.
3. Direct students to Log Out of the testing application when they finish all tests.

After Participant Leaves:

4. EXIT the testing application on each station after all testing is finished. Required for Test Security.

5. STOP all active session(s). Required for Test Security.
6. LOG OUT of the Management Console. Required for Test Security.
7. EXIT the testing application. Required for Test Security.

**Note:** For Math assessments, students may use scratch paper that must be collected and destroyed afterwards. Calculators are allowed.

**Required Action**

Provide any participant entering a training program the CASAS assessment or obtain their other acceptable assessment score prior to beginning a training program. If the participant receives a score categorizing them as BSD, you must pre and post-test the participant to show education gains. Assessment scores must be entered in the NEworks Assessment Tab and uploaded to ECM indexed under *Assessments*. Case note the service provided.

To open the NEworks Activity for Adult & DLW Participants

NEworks assessments tab can be located in NEworks under > Staff Profiles > Case Management Profile > Assessments > Basic Skills Assessments > Add Assessment.

NEworks Code & Service, Course or Contract Name		
204	Interest/ Aptitude and Skills Testing	

To Open the NEworks Activity for Youth Participants

- Programs Tab
- Click on + sign by WIOA
- Click on **Activities/Enrollments/Services** header
- Create Activity
  - Click Select Activity Code, and choose: **412 Objective Assessment (OAS)**
  - Projected begin date: **Date of test**
  - Actual Begin date: **Date of test**
  - Projected End date: **Date of test**
  - Select Provider: **Nebraska Department of Labor**
  - Services, course or contract: **4257 Reading and/or Math Testing**
  - Provider Location: **Your Career Center**
  - **Close activity as successful**

NEworks Code & Service, Course or Contract Name		
412	Objective Assessment (OAS)	4257 Reading and/or Math Testing